**C:\Users\nchakar.EIS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YME96SGK\MC900384366[1].wmfCAT2 Assessment (Recycling Project) G8**

**Student name:**

**Level:**

Having completed the first stage of the Design cycle (Investigate) you are now moving on to complete the Design section of the MYP Design Cycle. You are to complete the task on or before 5th December and hand in your Designs to your teacher. Remember, you have you have to have 3 designs for each frame that you intend to create. You will also be marked on Attitudes in Technology.

Late submission of your work will not be entertained.

1. **Design (6 marks)**

In this section you should have completed feasible designs for the frames that you intend to create for your Recycling video.

**Have you……….**

|  |  |
| --- | --- |
| Generated several **feasible designs** that meet the design specification and to **evaluate** these against the design specification. |  |
| Selected **one** design, justify their choice and evaluate this in detail against the design specification. |  |

**F. Attitudes in technology (6 marks)**

In this section we will monitor your attitude when working in the computer room and give you a mark depending on how you work. There are two aspects we will be looking at:

1. Personal engagement (motivation, independence, general positive attitude)
2. Attitudes towards safety, co-operation and respect for others.

**Have you tried hard to show your teacher that you have ……..**

|  |  |
| --- | --- |
| a generally positive attitude in class? |  |
| the ability to work independently? |  |
| the motivation to complete your work to the best of your ability? |  |
| the ability to co-operate with others and not argue? |  |
| respected others at all times? |  |
| worked safely in class? |  |

**Computer Technology Assessment Criteria**

Please allocate appropriate marks for the student. Circle the mark you feel suits them best and enter their marks in the table below. The stages, shaded in grey, have not been covered on this occasion and do not need to be completed. Use the Grade boundaries table to determine the student’s level. Enter the level in the section allocated on the first page of this document.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Stage** | **Maximum mark** | **Student mark** |
| A | Investigate | 6 | 0 |
| B | Design | 6 |  |
| C | Plan | 6 | 0 |
| D | Create | 6 | 0 |
| E | Evaluate | 6 | 0 |
| F | Attitudes in technology | 6 |  |
| **Student Total:** | | |  |
| **Level:** | | |  |
|  | | |  |

|  |  |
| --- | --- |
| **Grade boundaries** | |
| **Level** | **Mark** |
| 7 | 11 - 12 |
| 6 | 9 – 10 |
| 5 | 7 – 8 |
| 4 | 5 – 6 |
| 3 | 3 – 4 |
| 2 | 2 |
| 1 | 0 - 1 |

**Criterion B: Design**

Maximum 6

Students are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.

Students are then expected to select one design, justify their choice and evaluate this in detail against the design specification.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student generates **one** design, and makes **some attempt to justify** this against the design specification. |
| 3–4 | The student generates **a few** designs, **justifying** the choice of **one** design and fully **evaluating** this against the design specification. |
| 5–6 | The student generates a **range** of **feasible** designs, **each evaluated** against the design specification. The student justifies the chosen design and **evaluates** it fully and critically against the design specification. |

**Criterion F: Attitudes in technology**

Maximum 6

This criterion refers to students’ attitudes when working in technology. It focuses on an overall assessment of two aspects:

* personal engagement (motivation, independence, general positive attitude)
* attitudes towards safety, cooperation and respect for others.

By their very nature these qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student **occasionally** displays a satisfactory standard in **one** of the aspects listed above. |
| 3–4 | The student **frequently** displays a satisfactory standard in **both** of the aspects listed above. |
| 5–6 | The student **consistently** displays a satisfactory standard in **both** of the aspects listed above. |